

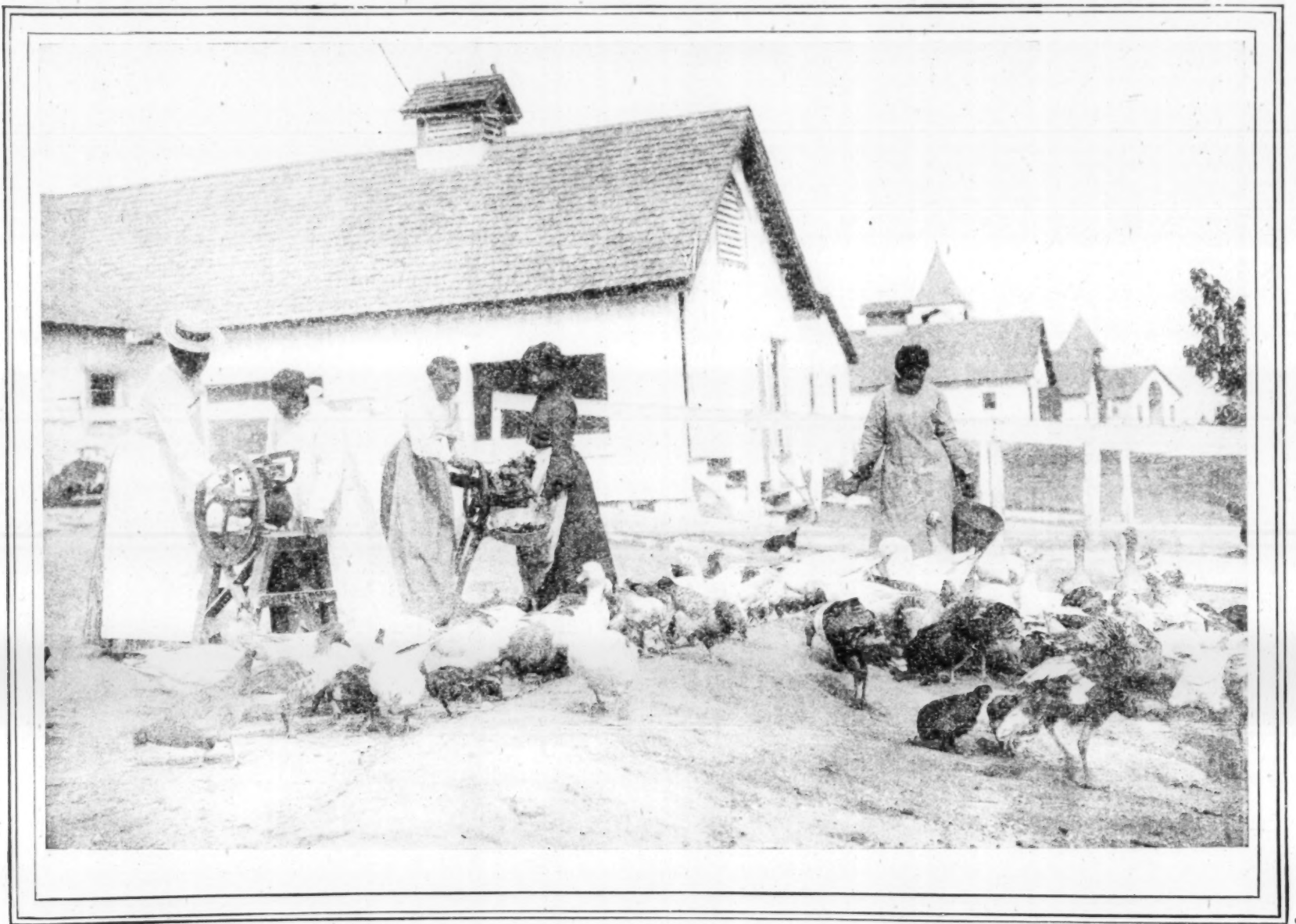
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THE NEGRO FARMER

Vol. 2, No. 16

TUSKEGEE INSTITUTE, ALABAMA

August 28, 1915



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Published Bi-Weekly in the Interest of the Home, Farm and Garden; especially devoted to the Interest of Negro Land Owners and Tenant Farmers and Those Who Employ Negro Labor. The Only Negro Farm Newspaper in the World to be Circulated Among 2,000,000 Black Farmers

VOL. 2, NO. 16

TUSKEGEE INSTITUTE, ALA., AUGUST 28, 1915

5 Cents Per Copy. \$1.00 Per Year

ESSAY ON ELBERT HUBBARD

On Saturday, July 17, 1915, there appeared in The Negro Farmer an editorial on the passing of Elbert Hubbard, entitled: "Too Busy."

Some friends of this remarkable white man read the little sketch and a large number of requests for the editorial has been received from white persons. Some of these admirers of Elbert Hubbard have sent names of other friends of his to whom the editorial was to be sent.

A teacher of great literary discernment has pronounced the article "a gem of literature;" and a public speaker of broad fame has declared it to be "one of the few great classics which I have cared to read more than once."

If you care to have a copy of this editorial, send twenty-five cents for a trial subscription to The Negro Farmer for the four months ending December 31, 1915. Act at once. There are only a few copies left. NEGRO FARMER PUBLISHING CO., Tuskegee Institute, Alabama.

THE NEGRO FARMER

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ISAAC FISHER... Editor and Business Mgr.

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SATURDAY, AUGUST 28, 1915

MEMBER
NATIONAL NEGRO PRESS
ASSOCIATION

The Editor's Page

THE DUTIES OF A SCHOOL TRUSTEE

Campbell, Alabama, July 22, 1915.
Editor The Negro Farmer:

I have been elected for a trustee of our school and also a treasure (r) and I am a man with no education whatever, born Feb. 22, 1869, that give me a good while at this question I am going to ask you to explain. What is a trustee's duty to a school. I have seen lots of good school teachers and a chance for a good school to go down, and I thought it was on account of a poor trustee, and I believe it ought to be known what duty of a trustee is I believe you are able to tell their duty.

Yours truly,

TUT GARDNER.

He Who Knows Not and Knows That He Knows Not

There is an old proverb a part of which reads: "He who knows not and knows that he knows not is simple, teach him." But of the man "who knows not and knows not that he knows not," it is said that he "is a fool, let him alone."

Mr. Gardner knows that he does not know the duties of a school trustee, and so he asks to be told. Whether I can help him or not, he is a wise man and has within himself one of the qualities necessary to make a good trustee.

General Provisions for Trustees

I am absent from the editor's office while writing this; and have not a copy of the School laws of Alabama at hand, but since district public schools are conducted in practically the same way throughout the South, I am going to quote from the school laws of two Southern States—Louisiana and Arkansas—so one can see how the general laws read. I am presuming, of course, that Mr. Gardner refers to the public school of his community. If he does not, the general principles are the same.

Louisiana.—In Louisiana, there are parish school boards instead of county boards. The law is that—"The Parish Board of Directors shall report to the State Board of Education all deficiencies in the schools, or neglect of duty on the part of teachers, superintendent or other officer. The members of the Parish Board shall visit and examine the schools in the several school districts of the parish from time to time. * * *

"Upon the recommendation of the superintendent the Parish Board shall determine the number of the schools to be opened, the location of schoolhouses, the number of teachers to be employed, and their salaries; and the School Board is entrusted with seeing that the provisions of

the State school laws are complied with. * * * Each Parish School Board shall exercise proper vigilance in securing for the school of the parish all funds destined for the support of the schools. * * *

In addition, the school board appoints visiting trustees for each ward or school district or school in the parish. These trustees report to the board on the condition of the schools and make suggestions for improvement.

Arkansas.—For district schools the law says:

"The director shall have charge of the school affairs and of the district, and shall have the care and custody of the schoolhouses and school educational interests of their grounds, the books, records and papers and other property belonging to the district, and shall carefully preserve the same, preventing waste and damage; and shall purchase or lease in the corporate name of the district such schoolhouse site as may be designated by a majority of the legal voters * * *; shall hire, purchase or build a schoolhouse with funds provided by the district for that purpose; and may sell or exchange such site or schoolhouse when so directed by a majority of the electors of any legal meeting of the district."

In addition, thus Arkansas trustees—

Hire the teacher on contract.

Fix the amount of his salary.

Spend not more than twenty-five dollars for maps, charts, globes, dictionaries, for their school during one year.

Require the teacher to keep a register of his school.

Visit the school at least once each term and encourage the pupils and teacher.

Submit annual estimates for conducting the school.

Draw orders on the treasurer of the county for the payment of teachers or any other lawful purpose.

Keep a record of all accounts of the district.

Make a census of all the school children in their district each year and send it to the County Examiner.

Make an annual report of all transactions of the year, teacher's salary, amount paid for various purposes, and so forth.

Settle with the County treasurer

at the end of each school year and see how much money is due their district.

They also have the power to—

Suspend pupils from the school on recommendation of the teacher.

Insure the school building.

Sue and they represent their school district when it is sued in court.

Make all provisions necessary to promote the well-being of the schools, subject, of course, to the laws of the State.

These provisions above cited, we must remember, are for the States of Louisiana and Arkansas. To get the exact law for Alabama or any other State the trustee should write a letter to the State Superintendent of Education, at the Capital of the State, and ask for a copy of the school laws of that State and these laws should be carefully studied.

I have set down the detailed duties of school trustees or directors in two States because they cover pretty well the general duties of such officers in most of our Southern States, in particular. But it should be remembered that most of these laws are framed for white trustees. In a number of the States colored trustees are not permitted to exercise all of the powers which I have named. It is the duty of the colored trustee to find out just which duties he is not permitted to perform and then do the best he can inside of the duties permitted to him.

Special Duties of the Colored School Trustee

So much for the written law. While I have not the provisions of several States regarding school trustees at hand, I feel thoroughly at home when we consider some of the things the colored trustee can and ought to do—things not written in the school law.

It must be remembered that we conduct two systems of public schools in the South—one for whites and one for blacks. Whatever the reasons or causes, the Negro schools, in point of qualifications of teachers, in comfortable schoolhouses, and in equipment, are far inferior to the white schools. Less money is spent for these Negro schools and their terms are much shorter than the white schools. In

the nature of things white people are going to provide for their schools first, and Negroes must be able to make up the deficiencies in their own schools. I feel certain that if colored people administered the school fund for whites and blacks, the Negro schools would be better equipped than those for whites. That is not Christianity, but it is the very essence of human nature; and there's a great deal more human nature in this world than Christianity. We've got to work with the condition as it is. I set down below some very definite work that a good colored trustee can and ought to do.

Arouse Interest in Negro Education

First of all the colored trustee should arouse the interest of all the colored people in his district in education. This is not primarily the duty of white people, it is our duty. The trustee should enlist the aid of the pastors of colored churches in this work and at all times the need of education by our people should be preached. Denominationalism has been the greatest hindrance and obstacle to education that Negroes have had in public schools. That's a hard statement; but it is the truth. If the trustee can help bring the different churches together in work for education, he will deserve the thanks of his race.

Secure Longer School Terms

Next, our colored trustee should take the lead in raising additional funds to lengthen the school term. He knows better than the other colored people just how much money is to be spent on the school for Negroes. He knows whether the white school officials are friendly to Negro education or are indifferent or are opposed to it. With this advance knowledge, he is in position to sound the call for greater efforts and sacrifices to raise more funds to have a longer school term. If he sit still and make no efforts to lead in this measure, he is a traitor to his trust.

Employ Better Equipped Teachers

Wherever a colored trustee board has the opportunity to select a

teacher, it should try to get the best that can be had. The way colored teachers are often selected is a disgrace to respectable communities. In particular, the trustees should seek for a teacher—

Who is competent to give instruction in the subjects of the course.

Who has a good reputation—His character will be proven after he is employed. The least that can be asked is that the reputation be good.

Who shows in his appearance that he is a person of clean and tidy personal habits such as the children may imitate.

Who is able to rule well.

Who is a Christian lady or gentleman.

Who is fitted by education and training to help lead and lift the people in every way.

A teacher ought not to be hired—

Just because he is a "home-boy." He should have more to recommend him than that.

Just because he is a Methodist or a Baptist. Get the best teacher.

Who has lost the confidence of the community.

Who is a general failure in the community.

Who cannot teach. It doesn't make any difference about his other qualifications. If he can't teach, don't employ or retain him.

Who offers to "pay" for the school.

But how is an unlettered trustee going to be able to judge all of these things? He should, in the very first place, try to get some reputable school president to recommend the proper kind of teacher. In every State of the South there is at least one Negro school president who will be glad to help place worthy teachers; and these teachers will generally be found to be proper persons. Where this remedy fails, let the trustee apply, as far as he can, the tests that I have given above.

If the school term is lengthened, that will, in itself, draw the better class of teachers.

Build Better Schoolhouses and Better Equip Them

The district schoolhouses for Negroes are generally of the poorest kind. The good colored school trustee will take the lead in building a good schoolhouse for his commu-

nity. This is a great need now. The people will rally if they have a consecrated and determined leader; and there is no work that so much needs doing as this matter of building better schoolhouses and better equipping them for their work.

The Work of Your Corner

This is not all that a colored trustee should do. He can find out other things by talking with the colored teacher, with the white people of his community and with the people of his district; and he should acquaint himself thoroughly with the educational policy of the County and State in which he lives.

If his duty is merely to recommend to other officials, if he does not have the school under his charge, he can work in his corner just the same, doing some of the things outlined above.

He speaks for the colored parents and children of his district and he should be a clean and honest man, above bribery, a lover of his race and community; a tactful and quiet man who wins respect of whites and blacks and who believes in the future of the Negro—a future spelled with a capital F.

—ISAAC FISHER.

HOUSEKEEPING AND SANITATION IN RURAL SCHOOLS

ELLEN TAYLOR AND SARAH J. WALTER
(Hampton Institute Leaflet)

All may of Thee partake—
Nothing can be so mean
But with this tincture, for Thy sake.
It will be bright and clean.

A servant by this clause
Makes drudgery divine;
Who sweeps a room as by Thy laws
Makes that and the action fine.
—George Herbert.

Outside of the Schoolhouse

For an example of the exterior of a small country schoolhouse in good condition, let us take one that stands a little back from the road in a lonely district with no other houses in sight. The trees behind and around it make a beautiful setting, and a flag waving from a homemade flagstaff invites one to go inside. The outside is in cheerful contrast to the dreariness of many schoolhouses. The ditch separating the yard from the road is clean, free

from brush, paper, and rubbish. A bridge has been made across this ditch by the boys and their teacher.

At the side of the house is a barrel for rubbish. Broomsticks, with bent nails in one end are used to help in picking up papers, etc. Sometimes the teacher makes a bonfire of the rubbish rather than burn it in the stove, much to the delight of the children.

Coming back to the front of the house we find a pump with a neatly boxed standard, evidently homemade and broad enough to hold pail and basin. The steps in front of the door are secure and one can enter with safety. Often the approach to a schoolhouse is over slippery banks and up very shaky steps, too far apart. On the step is a scraper and at the entrance is a cornshuck mat, a child's work.

The Schoolroom

Within this composite model schoolhouse which has the good points of several, one sees clean floors, kept so by constant care, for they are scrubbed monthly and swept twice every day. Most important of all, they are cared for during school hours by the good habits of the children, who have been trained to be orderly and neat. Two doors make exits and entrances more orderly, and safer in case of fire, with less crowding and more time and space for scraping shoes; cleaner feet make cleaner floors.

Around the room on both sides, in front and in the back, are windows, clean ones with no empty frames, looking out to the woods or trees or whatever is attractive in the landscape. The windows have white muslin curtains, which make the room look very homelike. No paper balls or waste paper are found on the floor or in the desks of this room, for a waste paper basket under the teacher's table receives the papers that are to be destroyed.

The Walls

The walls of the schoolroom have been whitewashed. A yellowish tint was given to the whitewash by adding yellow ochre to the mixture. A yellow tint will always make a dark room brighter and more cheerful. On the walls are pictures, charts, and blackboards. At the back of the room (a cloakroom would be still better) are nails or coat hooks, one for every child and placed a foot apart. It is very important that the children's coats and

Will you not try to make your school a model so far as cleanliness and sanitation are concerned?

Rules for School Children

Do not spit except in a spittoon or a piece of cloth or a handkerchief used for that purpose alone. On your return home have the cloth burned by your mother, or the handkerchief put into water until ready for the wash.

Never spit on a slate, floor, sidewalk, or playground.

Do not put your fingers into your mouth.

Do not pick your nose or wipe it on your hand or sleeve.

Do not wet your fingers in your mouth when turning the leaves of books.

Do not put pencils into your mouth or wet them with your lips.

Do not hold money in your mouth.

Do not put pins into your mouth.

Do not swap apple cores, candy, chewing gum, half-eaten food, whistles, bean-blowers, or anything that is put into the mouth.

Never cough or sneeze in a person's face. Turn your face to one side and hold your handkerchief before your mouth.

Keep your face and hands and fingernails clean; wash your hands with soap and water before each meal.

When you don't feel well, have cut yourself, or have been hurt by others, do not be afraid to report to the teacher.

DR. S. A. KNOFF of New York City.

THE VALUE OF FORAGE CROPS FOR GROWING PIGS

Farmers and pig growers do not always appreciate the value of green feeds and succulent pastures for their animals. Too often the hog is considered a scavenger, and his ability to use waste is regarded as his chief value. However well he serves this purpose, he will pay well for good care, feed and housing.

Forage crops are especially beneficial to young growing animals. It is possible to grow them much more profitably and successfully when a good green field of palatable and nutritious pasturage is provided. Experiments and practical farmers' experiences prove that gains in weight are made at less cost on forage than in the dry lot. Brood sows can be carried through the season on pasture at less

cost than when grain fields are entirely depended upon. Foraging induces the animal to exercise and obtain fresh air, and these prevent diseases being contracted, and when the animals are put in the fattening pen their gains are unusually rapid and profitable. The green feeds eaten are of much value just to keep the pig's digestive system in good condition and the appetite keen.

The entire hog herd can be run on forage crops and will profit by this method of management. Younger animals seem to derive the most benefit and fattening hogs the least. Herd sows and the herd boar are benefited by having green feeds. It is a good plan to have the brood sow running on green pasture at farrowing time, as this is conducive to a strong, healthy litter of pigs. She should be kept on green forage from the time she farrows. The young pigs will soon learn to eat, and the exercise and the green food in its natural state will start them along in good condition.

The method of feeding when on pasture will necessarily vary according to the kind of crop used. If the crop grown be rape, alfalfa, clover, cowpeas, soy beans, or other crops high in protein content, the grain ration need not be supplemented by feeds high in protein. If blue grass, rye, oats, or other nonleguminous crops are grown, it is best to add a small percentage of feeds high in protein to the grain. Corn or barley usually furnish the bulk of the grain ration, and when necessary these can be supplemented by adding one-tenth linseed-oil meal or one-sixteenth tankage. The rate of feeding will depend on the gains desired. Considering a full grain ration to be 4 pounds daily per 100 pounds live weight, we may say that for ordinary work with growing shoats a one-half grain ration, or 2 pounds a day for each 100 pounds live weight will give satisfactory results. If it is desired to make faster gains, a heavier grain ration can be used; and if it is desired to maintain the animals as cheaply as possible, a smaller percentage should be fed.

It seems doubtful if it ever pays to try to keep pigs on forage crops alone. These crops are sometimes sufficient to keep the pigs growing, but the gains are not usually made economically. Usually the pigs are kept at a loss in live weight. Where brood sows are kept they should be given enough grain to keep them in good thrifty condition.

The fact that the forage crops have high value when grains are fed does not mean that they should be fed alone.

The crops best adapted to grazing with pigs are alfalfa, rape, clover, blue grass, bermuda, rye, oats, soy beans, and cowpeas. The nature of the soil, the climate and the rainfall are influences that should govern the selection of the crops to be used. Alfalfa is the greatest forage crop on soils suited to its growth. Rape and clover are also excellent feeds, and both are high in protein, the element needed to balance ordinary grain feeds.

Farmers are urged to plan some system of forage crops for their hogs. Now is the time to plan some fields to be sown to crops adapted to grazing. If permanent pastures are available, fence off a portion for the pigs and plant some crop to keep the pigs growing when the permanent pastures dry up, and the returns from the year's work with hogs will be proportionately increased. Give the pig an honest chance to make you money by giving him green feeds in their natural state, and his growth, health, and pork-making ability will be increased.—Weekly News Letter, U. S. Dept. of Agriculture.

BETTER DAIRY STOCK

Professor Humphrey of the University of Wisconsin gives the following ten commandments for better dairy stock:

1. Treat cows gently and avoid excitement.
2. Be regular in time of milking.
3. Keep stables clean, well lighted and ventilated.
4. Weigh the milk of each cow at milking time.
5. Get your neighbor to share with you in owning a Babcock Milk Tester, and test the product of each cow.
6. Discard the animals which have failed at the end of the year to pay for their keep.
7. Breed your cows to a pure-bred, registered dairy bull from a family having a large and profitable production of butter fat.
8. Raise well the heifer calves from cows, which for one or more generations, have made large and profitable productions of milk and butter fat.
9. Breed heifers to drop their first calves at 24 to 30 months of age. Give

cows 6 to 8 weeks' rest between lactation periods.

10. Join a dairy cattle breeders' association. It will help you keep posted and in touch with the best and most modern ways of managing your dairy herd.—News Letter, Idaho Experiment Station.

Our good physician friend from

Terre Haute, Indiana, sends the following:

My Dear Mr. Fisher:

Enclosed please find my renewal for the Farmer. It grows better and better every month. I cannot get along without it. Those editorials are little gems. Go on.

Sincerely yours,
D. A. BETHEA.

WINNERS FROM THE SOIL

Colored Heroes of the Farm

MY SUCCESS AS FARMER, STOCK-RAISER AND THRESHER

By Mr. W. V. Smith, Larned, Kansas.
(Told in the National Negro Business League.)

Mr. President, Ladies and Gentlemen: I am glad to be with you today for two reasons: (1) Because I feel it my duty to be here and (2) because it is the first time I have had the opportunity to express myself in a business way, along business lines, before a business people with whom I am honored to be identified. I say that I feel somewhat elated, and I am very grateful to your honored President, Dr. Booker T. Washington, for the invitation, and honor of a place on the program, on such an important event, the annual meeting of the National Negro Business League. I have been reading of the work of the National Negro Business League for several years and have noted its rapid strides. In my opinion it leads all other Negro organizations in point of real, downright, substantial good it is doing for our people; it is fostering and propagating the evolution of a race; its purpose is the expansion of ideas. Woodrow Wilson—(laughter) in speaking of the significance of westward expansion, once said: Expansion means nationalization, and nationalization means strength and elevation of views. Now, if expansion means "nationalization," "strength," and "elevation of views" for the white man, it means one more for the black man. It means equalization, nationalization, as well as strength and elevation of views.

If any of you doubt the statements that I shall make here today, go with me to the wheat belts of Kansas where

Negroes measure up to the required standard, and I will prove the truth of my assertions.

My purpose here is not to boast of a State that needs no advertising, but to tell you of the success we are having; although I must say I am proud to be a citizen of a State which gives to every man, regardless of color, his full rights of citizenship as well as freedom in the establishment of productive enterprises.
(Applause.)

Thirty-three years ago my parents moved from Coles County, Illinois, to the State of Kansas and settled on a homestead near the town of Larned, the county seat of Pawnee County. After battling with adverse conditions for several years, the dawn of a new era began to make its appearance. Land became valuable, immigration increased, the wild cat, the antelope and the buffalo disappeared; the coyotes became scarce, and today all of the large cattle ranches have been replaced with fields of golden grain. Like all the rest of the children in our family (six in number) I stayed at home and worked on my father's farm until I became of age; as we always found great pleasure in the company of our parents, we desired nothing better. August 1, 1897, I began business on a small scale for myself, my total resources amounting to about Two Hundred Dollars. Today I own and operate together, eight hundred (800) acres of land, valued at prices ranging from Thirty (\$30) to One Hundred (\$100) Dollars per acre. I own all the machinery necessary for taking care of the crops, from the wheel-barrow to a threshing

machine. (Applause.) The approximate value of this machinery is Four Thousand, Two Hundred and Sixty dollars (\$4,260). (Applause.) I have four men and sixteen head of horses at work on the farm which I operate (applause) at a cost of Two Hundred Dollars per month including board and feed. With my threshing machine I employ ten men, and furnish them one team. The average cost of running this threshing machine one day is Thirty Dollars. The average amount of grain threshed per day is one thousand (1,000) bushels at the rate of six cents per bushel.

Since scientific investigation has proven our land too valuable on which to raise cattle, I have turned my attention to Percheron horses and O. I. C. hogs. I have found it a good business; at least I can never keep many on hand; there is always a buyer. The cheapest horse of this Percheron breed that I have for sale is priced at Three Hundred (\$300) Dollars. The cheapest hog is priced at Twenty-Five Dollars and I will have no trouble to make sale at those figures.

My chief occupation at the present is the raising of wheat. I farm about four hundred acres in wheat each year; the average yield per acre is about fifteen bushels; the average price is about ninety cents per bushel. I am sorry to say that, for the last two seasons, our wheat crop has not done so well in our community, although I have threshed nearly three thousand bushels this year and still have more to thresh. About the most prosperous year which I have witnessed since I have been farming for myself was the year 1910; during that year I raised a crop of six thousand five hundred (6,500) bushels of wheat, which I put on the market at an average price of ninety-five cents a bushel; also sold Eight Hundred Dollars' worth of hogs and horses, all of which were raised on the farm, and threshed forty thousand (40,000) bushels of wheat in my threshing machine from my own crop, making a total sum at the rate of six cents per bushel, aside for the year, in gross earnings, of approximately \$9,375. (Hearty applause.)

Gentlemen, I am not boasting, but you have asked me for a report of my success as a farmer, and, to the best of my ability, that is what I am going to give you. And let me say to you,

that the sooner we learn to put more stress upon unity, and make every element of our business contribute toward one definite purpose, the sooner will success be ours.

I built the first grain and feed mill

in our part of the country, and for more than three years enjoyed almost a monopoly of the country trade, although there are only three colored farmers in that community; but the white man soon caught the inspira-

tion of the economic principle and now several such buildings are beautifying the homes where ambition and brains proclaim her victory.

Gentlemen, if we wish to be successful as a people we must begin at the foundation and work upward. We must have skilled farmers, as well as skilled artists, mechanics, printers and school teachers.

I have the pleasure of belonging to several corporations owned and controlled by farmers, one of which paid a dividend last year of fifty per cent (50 per cent), another thirty per cent (30 per cent) on the amount invested. (Applause.) Similar concerns might as well be owned and controlled by colored men, if we would only put our brains to work.

Now, in conclusion, permit me to say to you, gentlemen; if we ever expect to build an impregnable foundation for the happiness and security of our people; if we wish to erect some towering example of thrift, virtue, and wisdom to characterize our ideal in pointing our youth to the polar star of redemption; if we wish him to feel and know that he is a man with the ever-growing capacity of a man, let us begin and bring our children up on the farm. (Hearty applause.)

One of the Greatest of Modern Inventions

Liquid Glass

Preserves eggs at a cost of half a cent a dozen. No bother. No mess. No spoilage. Eggs really stay fresh. Beats cold storage. Eggs retain flavor and quality.

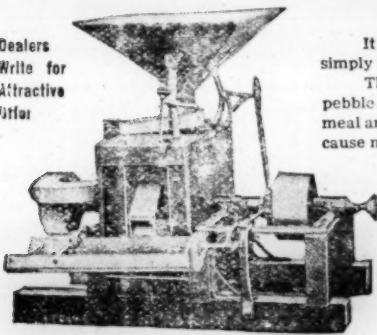
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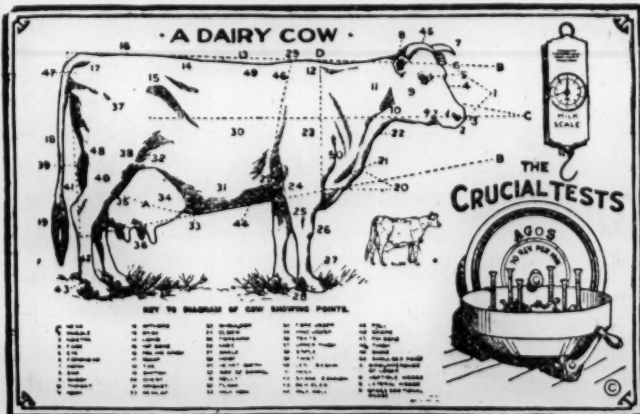
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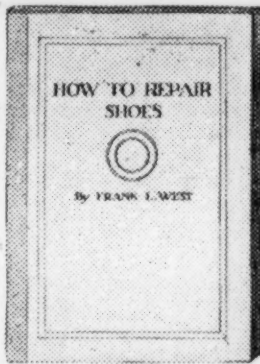
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The Negro Farmer is a necessity. Its "Farmers' Dictionary" explains all public questions, fully, carefully and in an interesting manner.

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